

# LIFE



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## Languages in and for education

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Pursuing plurilingualism and pluriliteracy  
through

Content and Language Integrated Learning in German  
(CLILiG)

# Summary

## **Languages in and for education: Pursuing Plurilingualism and Pluriliteracy through Content and Language Integrated Learning in German**

Over the last decade, and with growing tendency, foreign language teaching in schools has experienced significant changes and developments often referred to as a “paradigm shift”. Triggered and driven forward through the rapid pace of globalization and internationalization, the corresponding policy making, as well as the increasing evidence-base gained through international language acquisition research, the focus of foreign language teaching has indeed shifted – or rather: started shifting – from formal and more discipline-specific *settings of instruction* to also partially informal, more comprehensive and interdisciplinary *settings of construction*. Along with these developments, and especially in the last few years, designing “*multidisciplinary landscapes for learning*” has started gaining in popularity and relevance in discussions on the development of school education. With respect to (foreign) languages, this would ideally mean environments in which a genuinely synergetic interplay between informal (*implicit*) and formal (*explicit*) language acquisition can take place along individually profiled pathways of phenomena-based learning across curriculum.

In the pan-European language education policy making, these strongly diversified and partially redefined views on the role(s) of language(s) **of, in and for** education have recently become an essential operating platform for the overall goal-setting of plurilingual and intercultural education across the continent. Accordingly, the multifaceted and more precise roles of **languages as vs. in subjects** have also started finding their expression in the country-specific curricula, making topics such as *language awareness* and *language learning awareness*, as well as *cross-curricular language sensitivity* and *multi- and pluriliteracy* run as a common theme through the latest reforms in many countries. Obviously, and in the face of the constantly growing linguistic and cultural pluralization of school environments, the novel overall approach to *language education* has become essential with regard to both the *language of schooling* as a foundation *for any learning*, as well as to the multidimensional presence of *additional languages* as a tool for fostering *plurilingual competencies* not least also *for academic and professional purposes* – and this especially through the *immersion-type educational approach of content and language integrated learning (CLIL)*.

On this background, and building on some of the latest experiences in setting up *learning environments for Content and Language Integrated Learning in German (CLILiG)* in the European context, the “elasticity” of the CLILiG approach will be taken into consideration as a basis and a starting point for discussions on designing new and fostering already existing “CLILiG learning pathways” in the ASEAN region – with a special reference to the integration and interplay of German and MINT/STEM, as well as to the perspectives for synergetic collaboration with the English Programs (EP) already established in the region.

# Roadmap

- Paradigm shift: language education at school today – goal-setting and challenges?
- Added value through dovetailing of *language* and *non-linguistic subject content*? - The continuum of CLIL
- Setting up, fostering and profiling CLILiG environments in the SAN region

# The paradigm shift?

## **Plurilingualism and Intercultural education**

# The paradigm shift?

## **Plurilingualism and Intercultural education**

*„As language is at the root of all learning, there  
can be no quality education without quality  
language and intercultural education”.  
(Council of Europe / ECML, 2017)*

# Pursuing Plurilingualism and Intercultural Education

## **Challenges?**

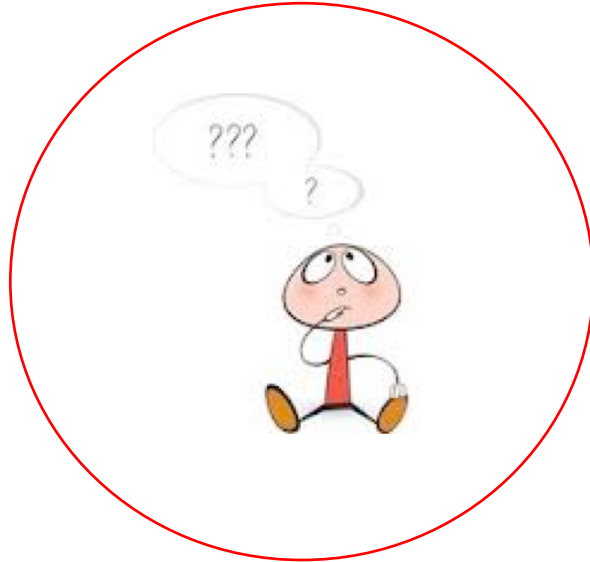
# Pursuing Plurilingualism and Intercultural Education: Challenges

- Challenge 1: **Learner**-centredness



# Plurilingualism and intercultural education: Learner-centredness

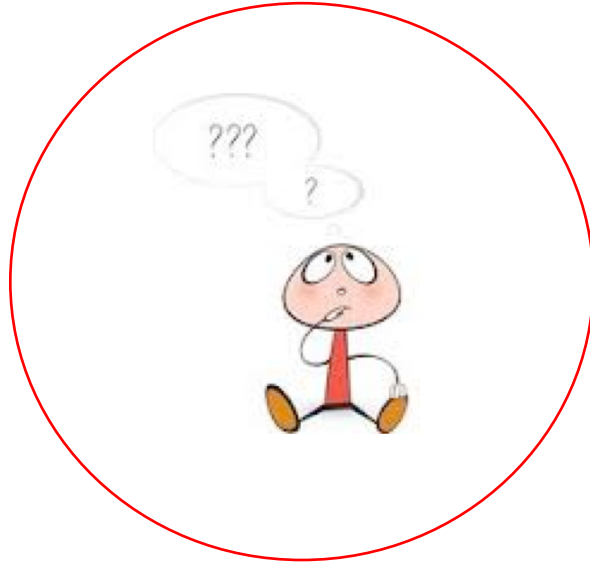
## The Learner



# Plurilingualism and intercultural education: Learner-centredness

**Insights into &  
knowledge of ...**

**The Learner**

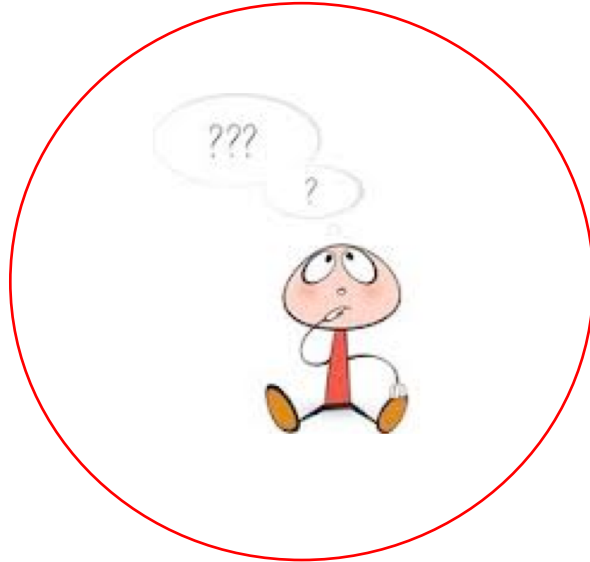


# Plurilingualism and intercultural education: Learner-centredness

**Insights into &  
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First and additional  
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**The Learner**



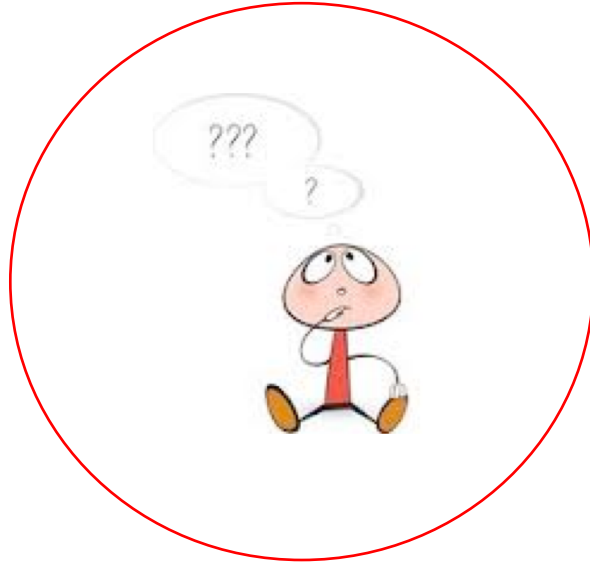
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## The Learner



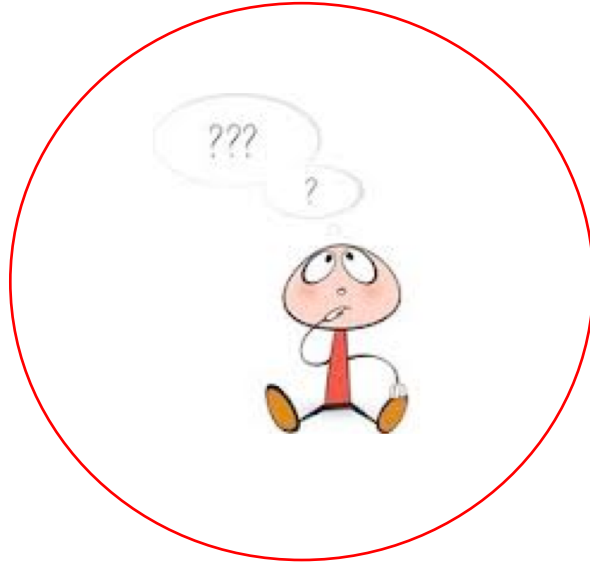
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**The Learner**



Contexts, domains  
and environments  
of language use  
today

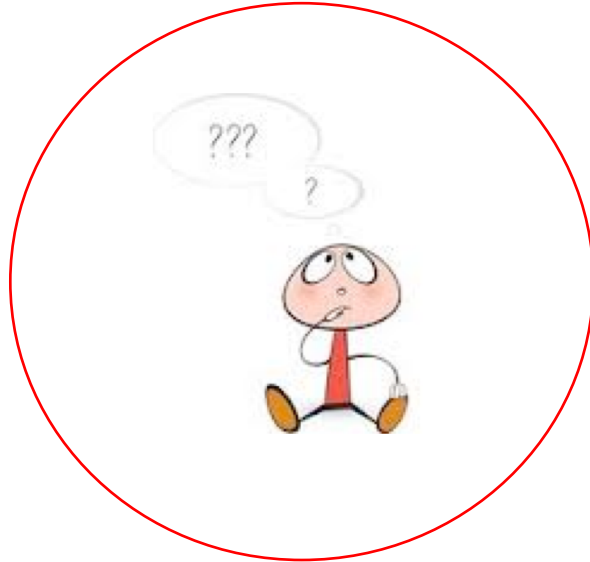
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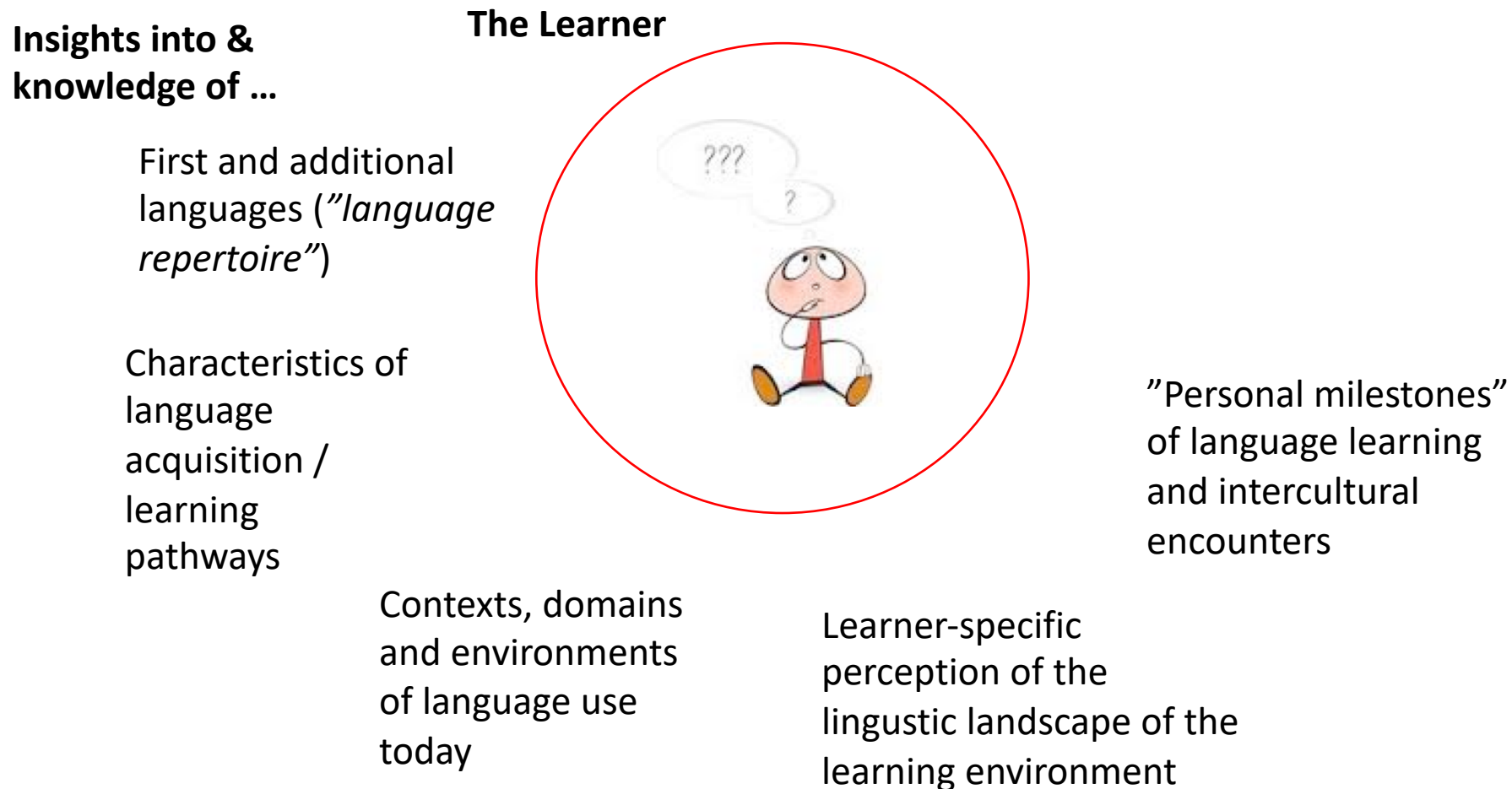
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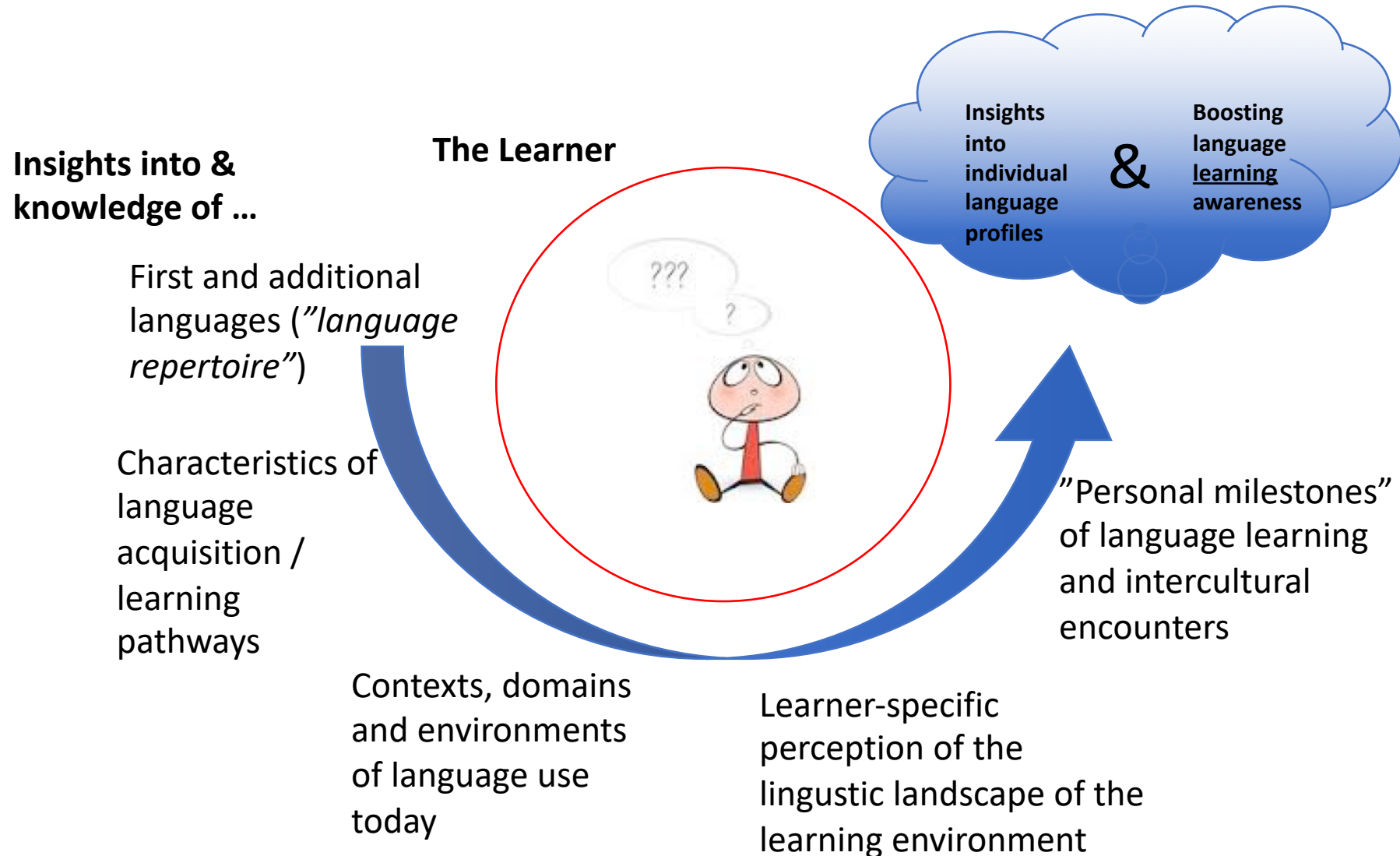
Contexts, domains  
and environments  
of language use  
today

Learner-specific  
perception of the  
linguistic landscape of the  
learning environment

# Plurilingualism and intercultural education: Learner-centredness



# Plurilingualism and intercultural education: Learner-centredness

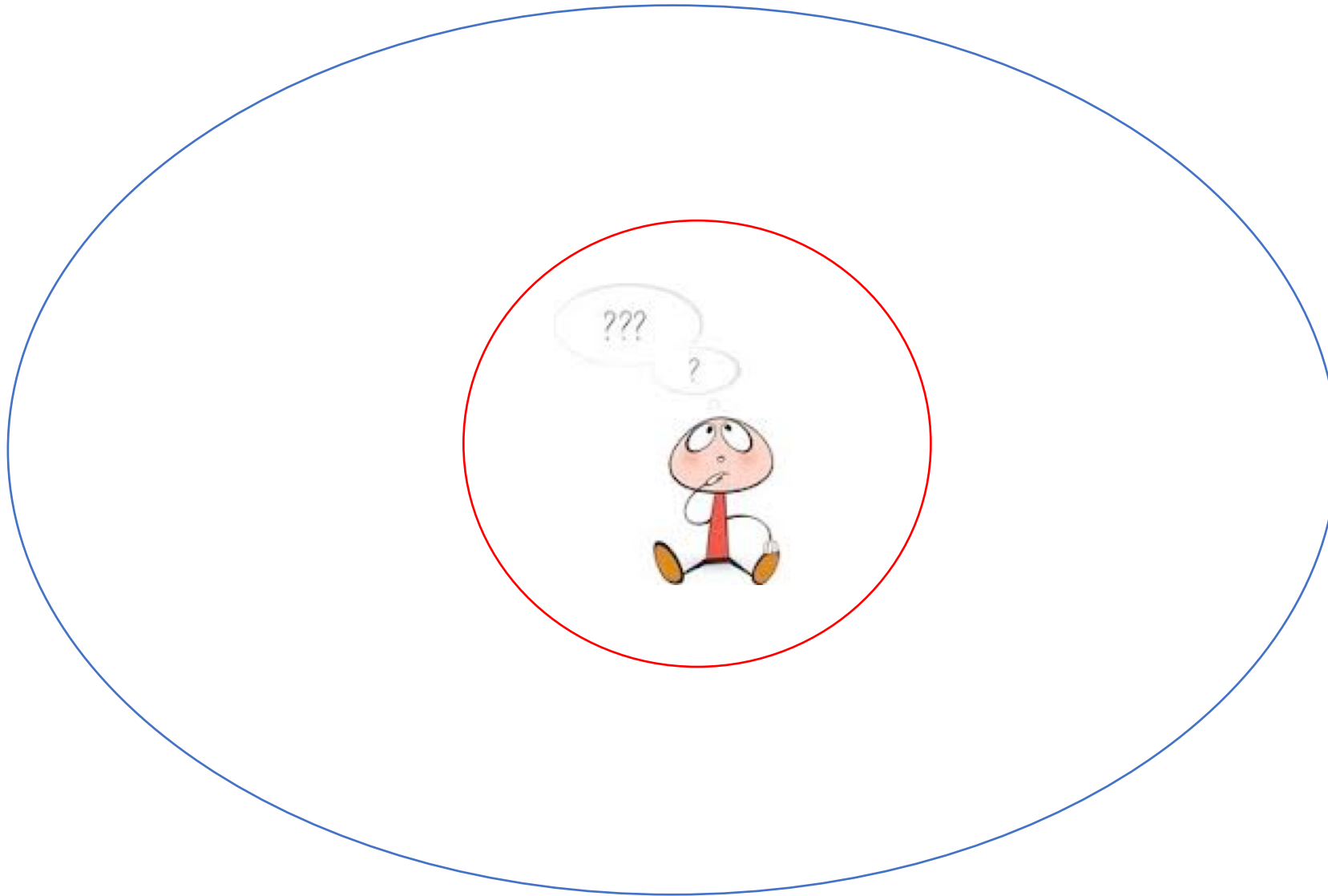




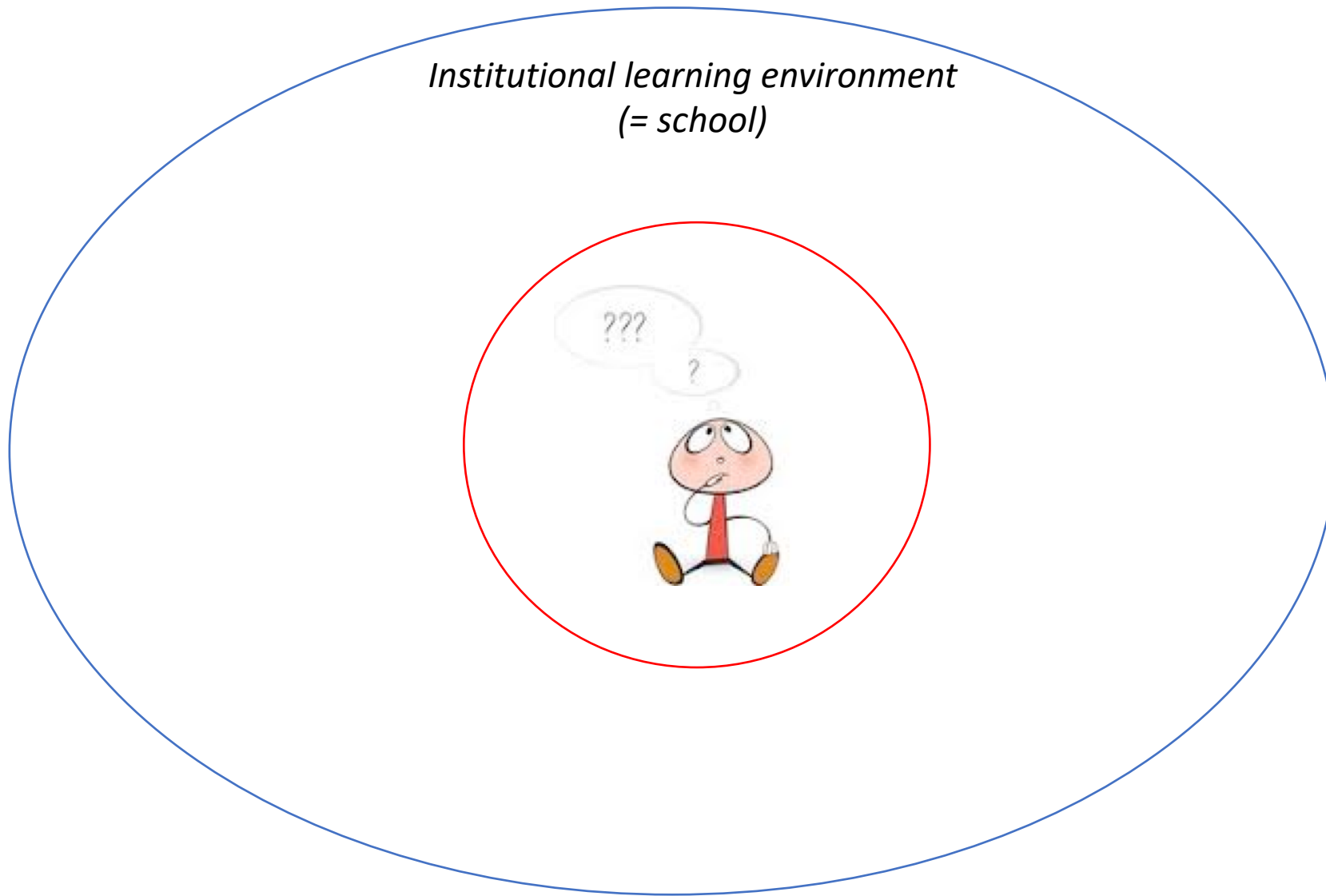
# Pursuing Plurilingualism and Intercultural Education: Challenges

- Challenge 1: **Learner**-centredness
- Challenge 2: Language education at school: **Cross-curricular language sensitivity** and preparation for "real world outside"

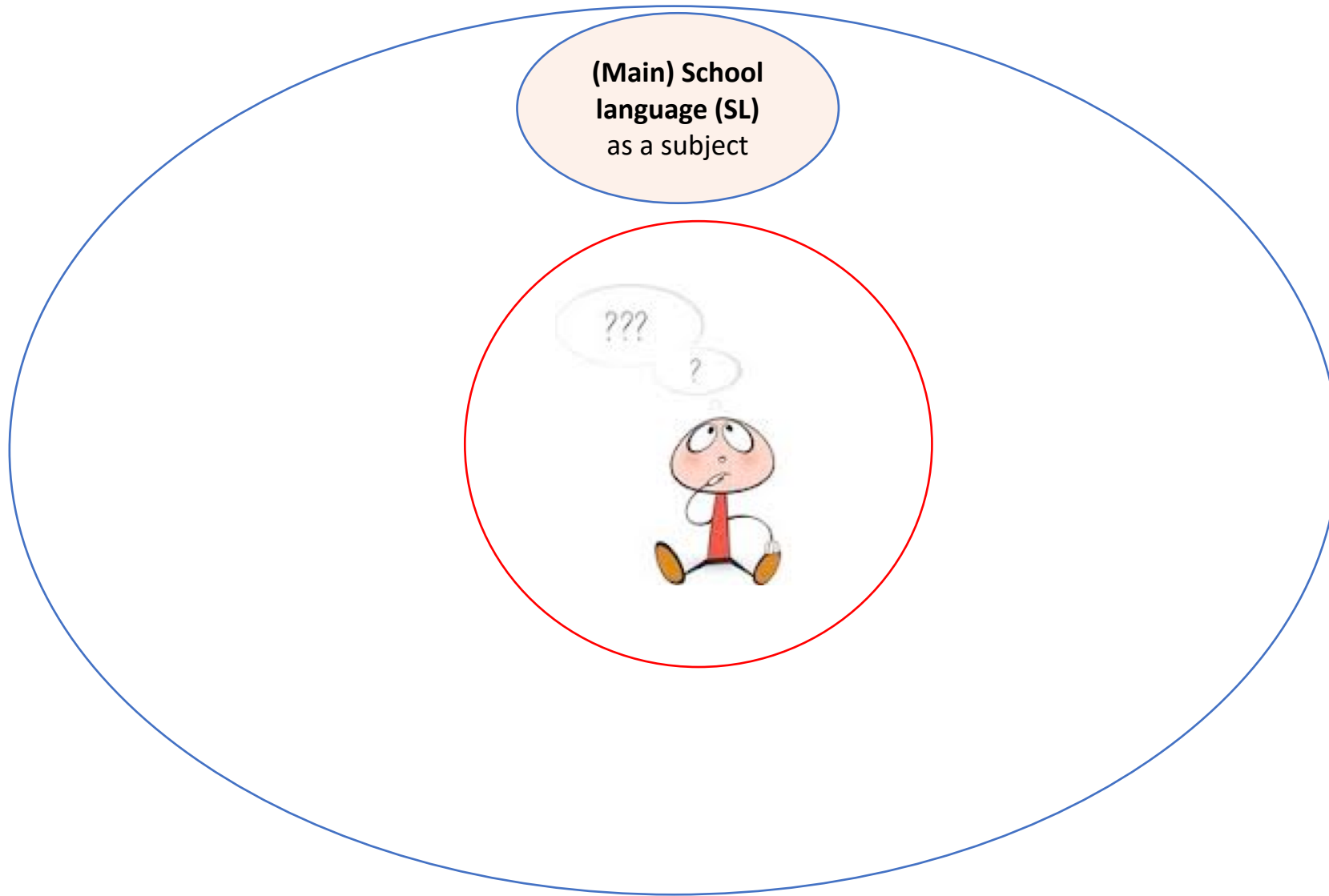
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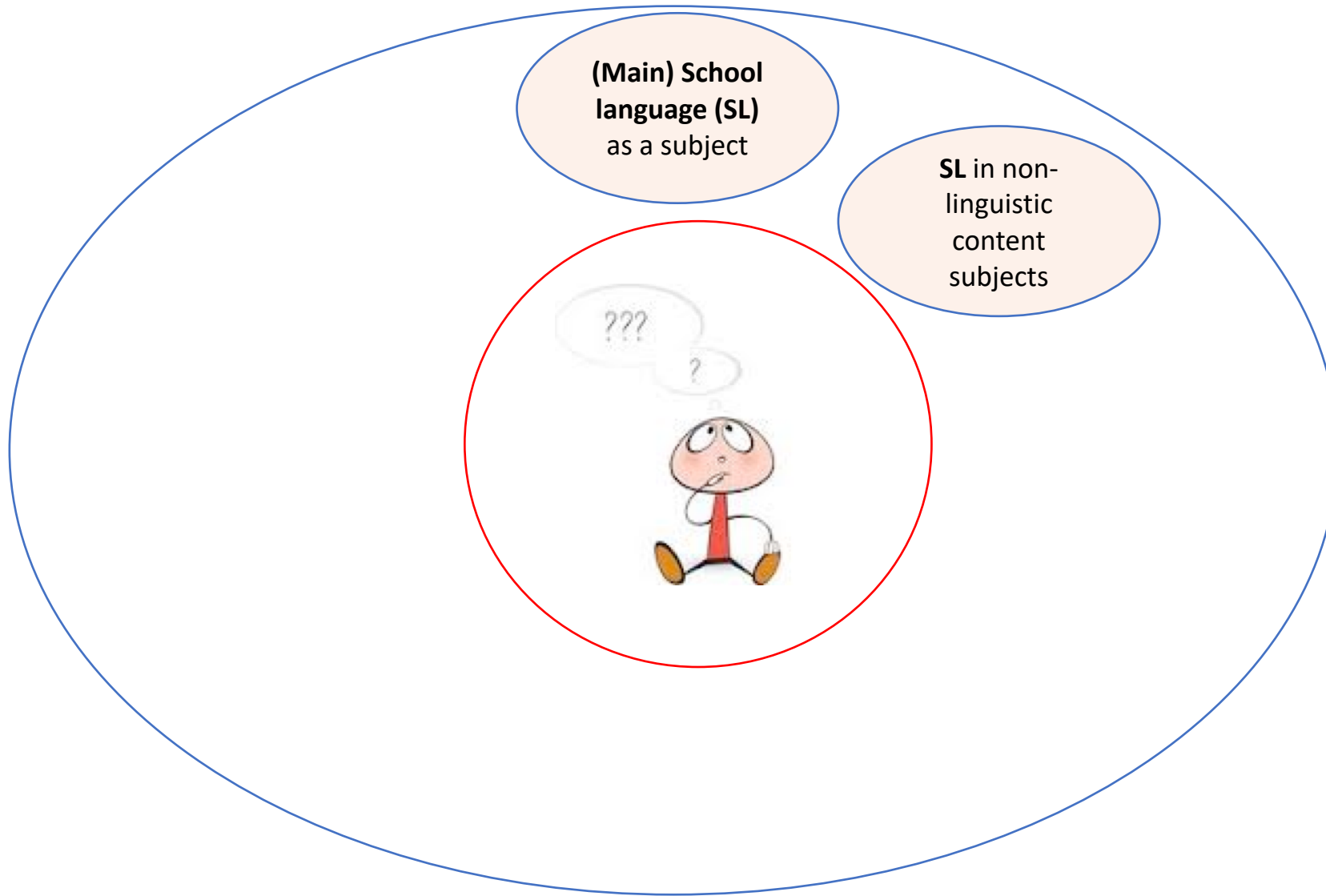
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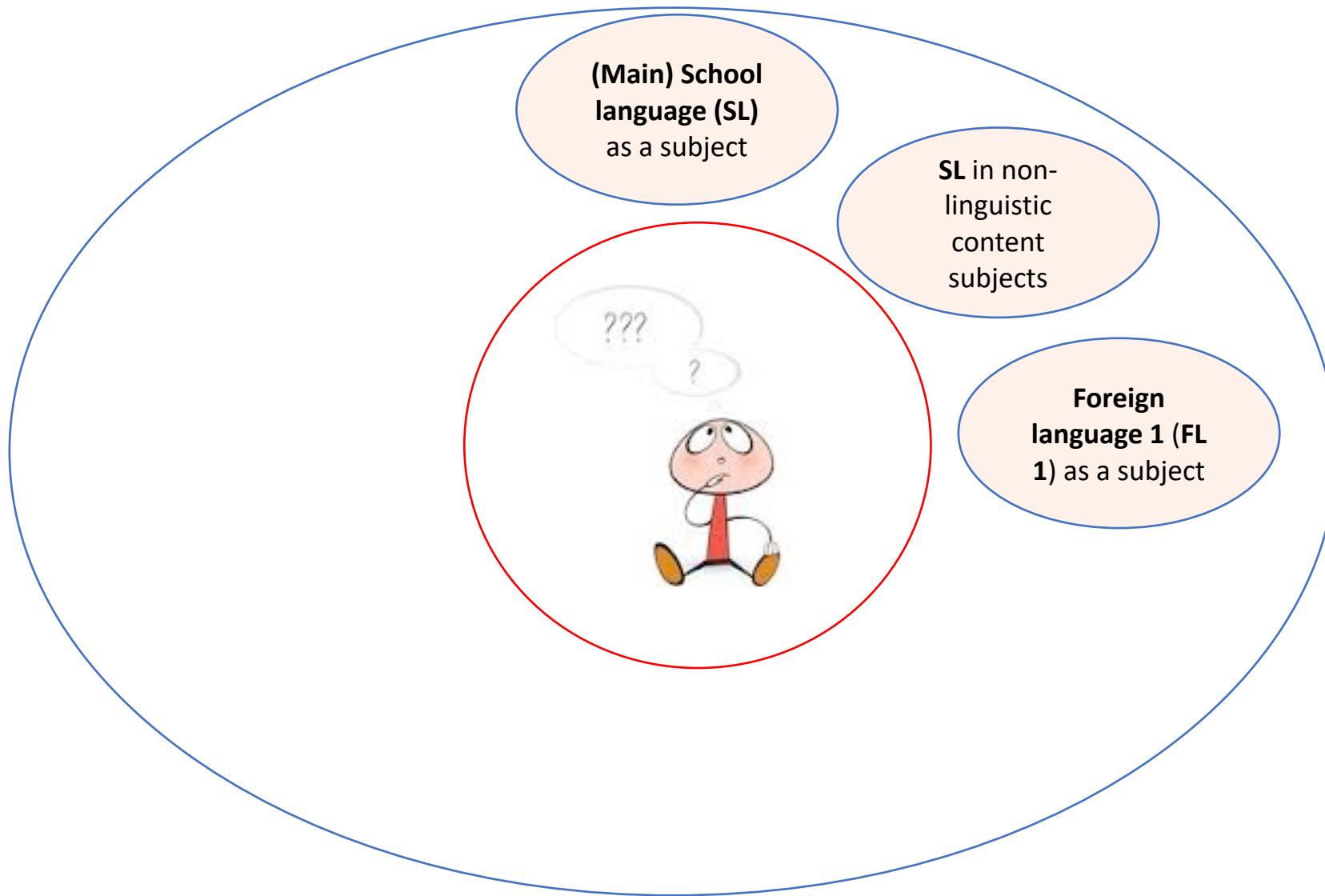
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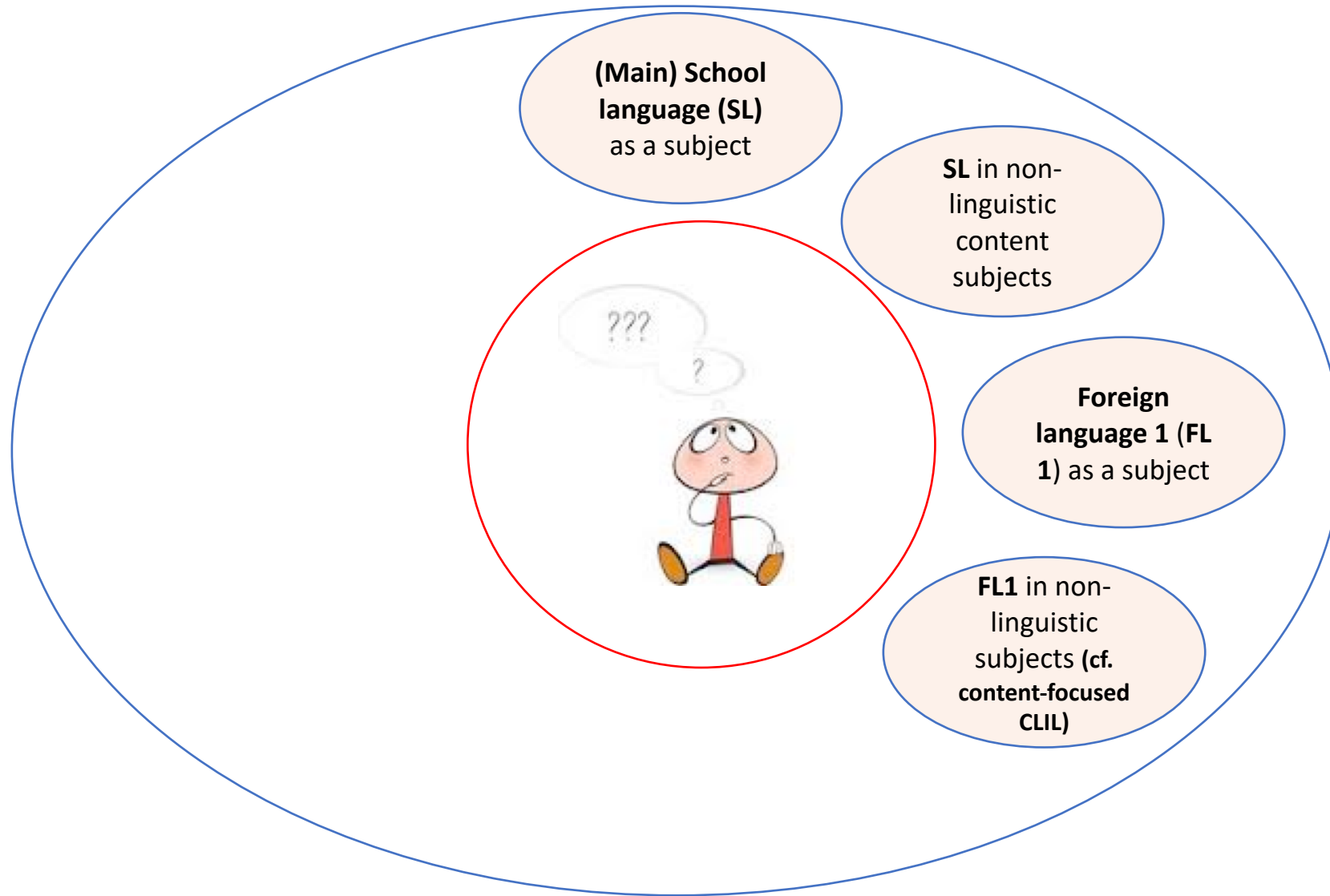
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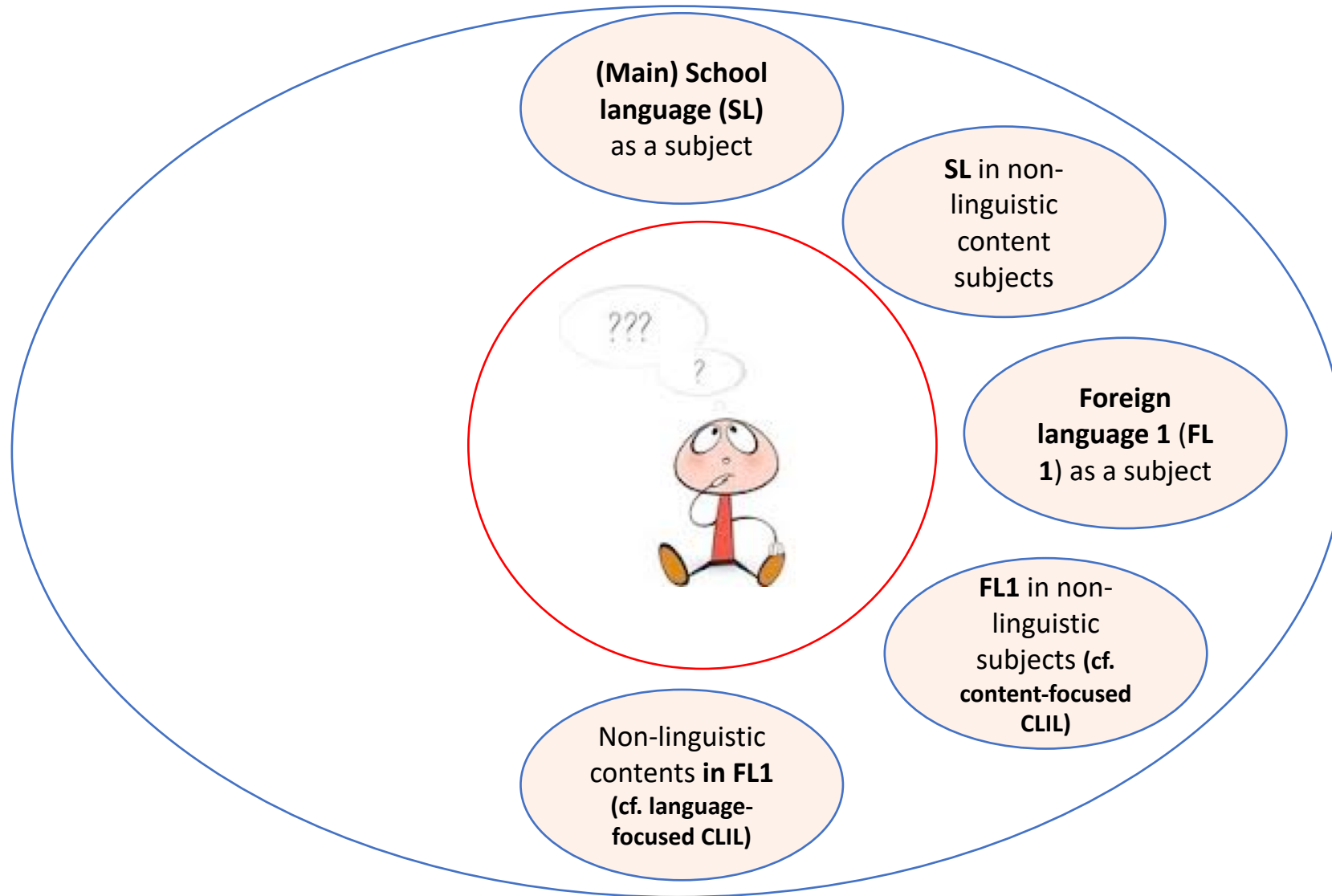
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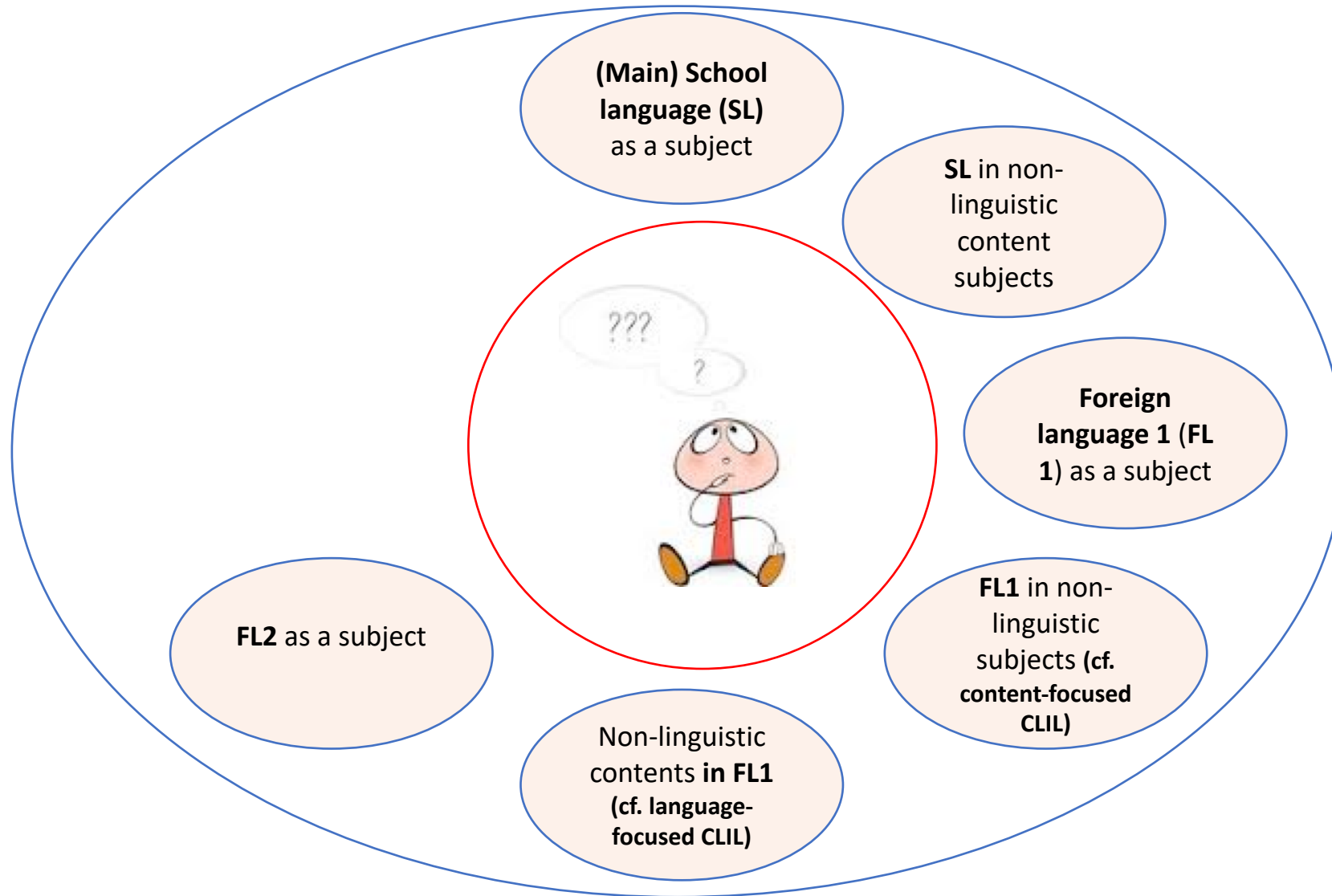


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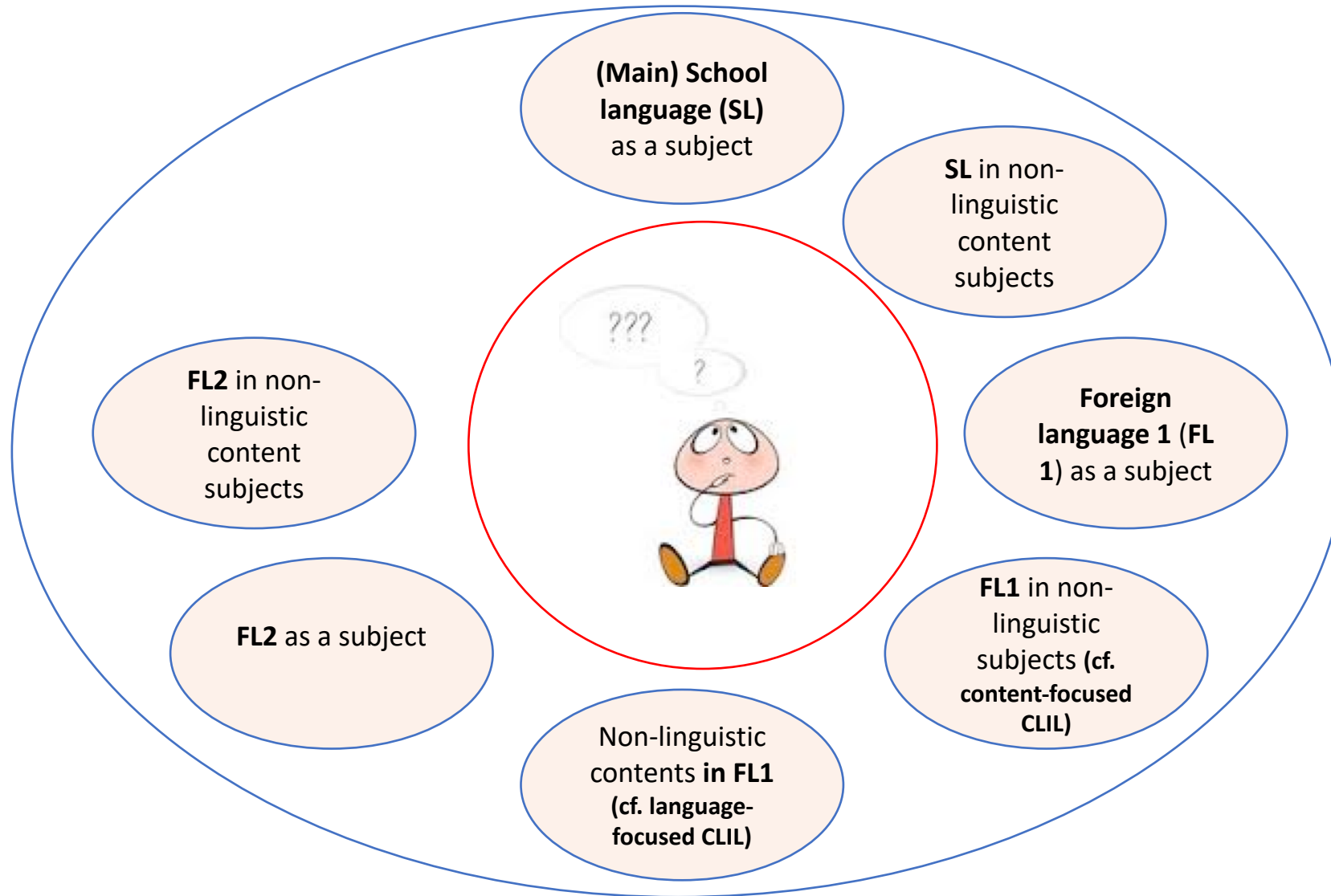




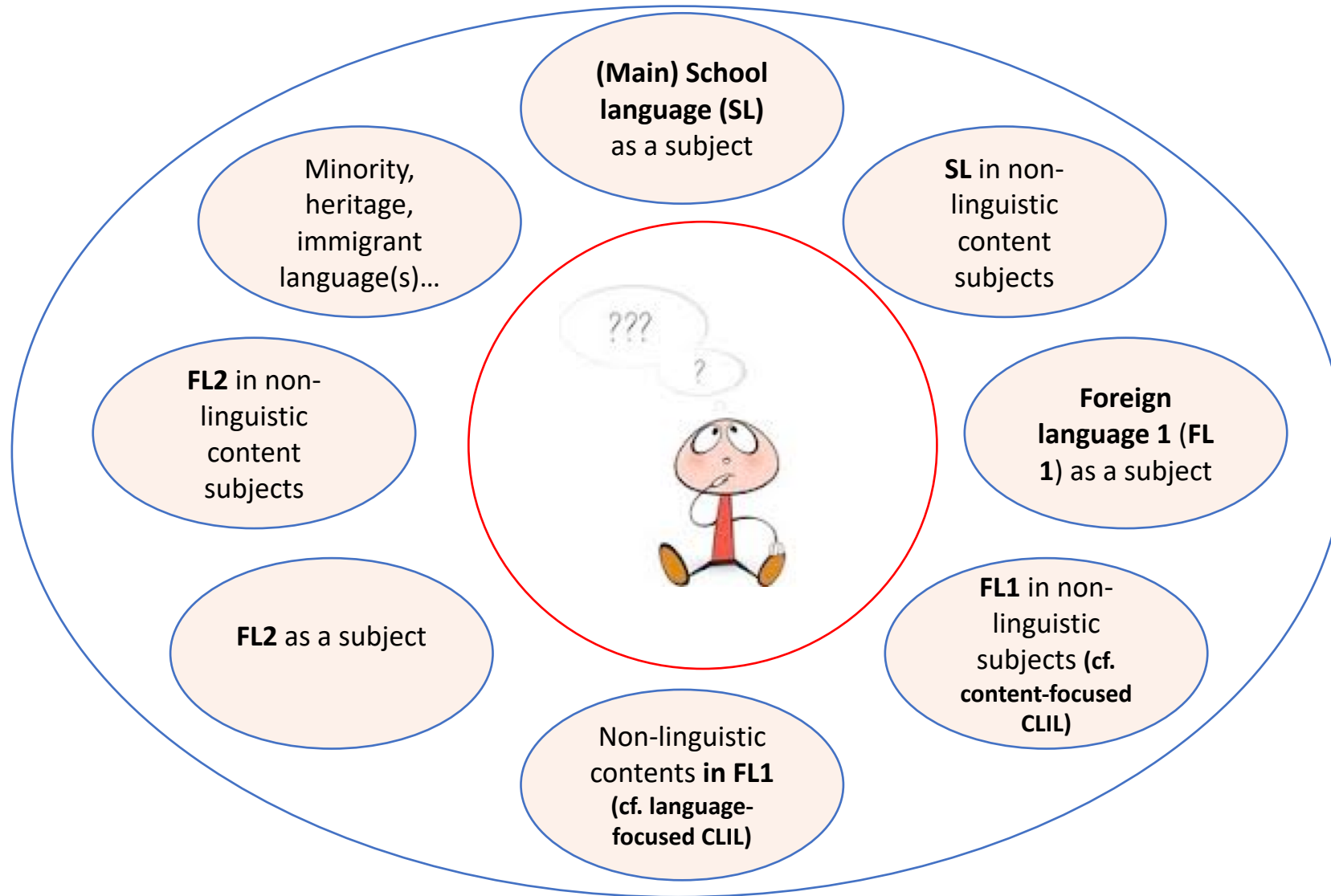
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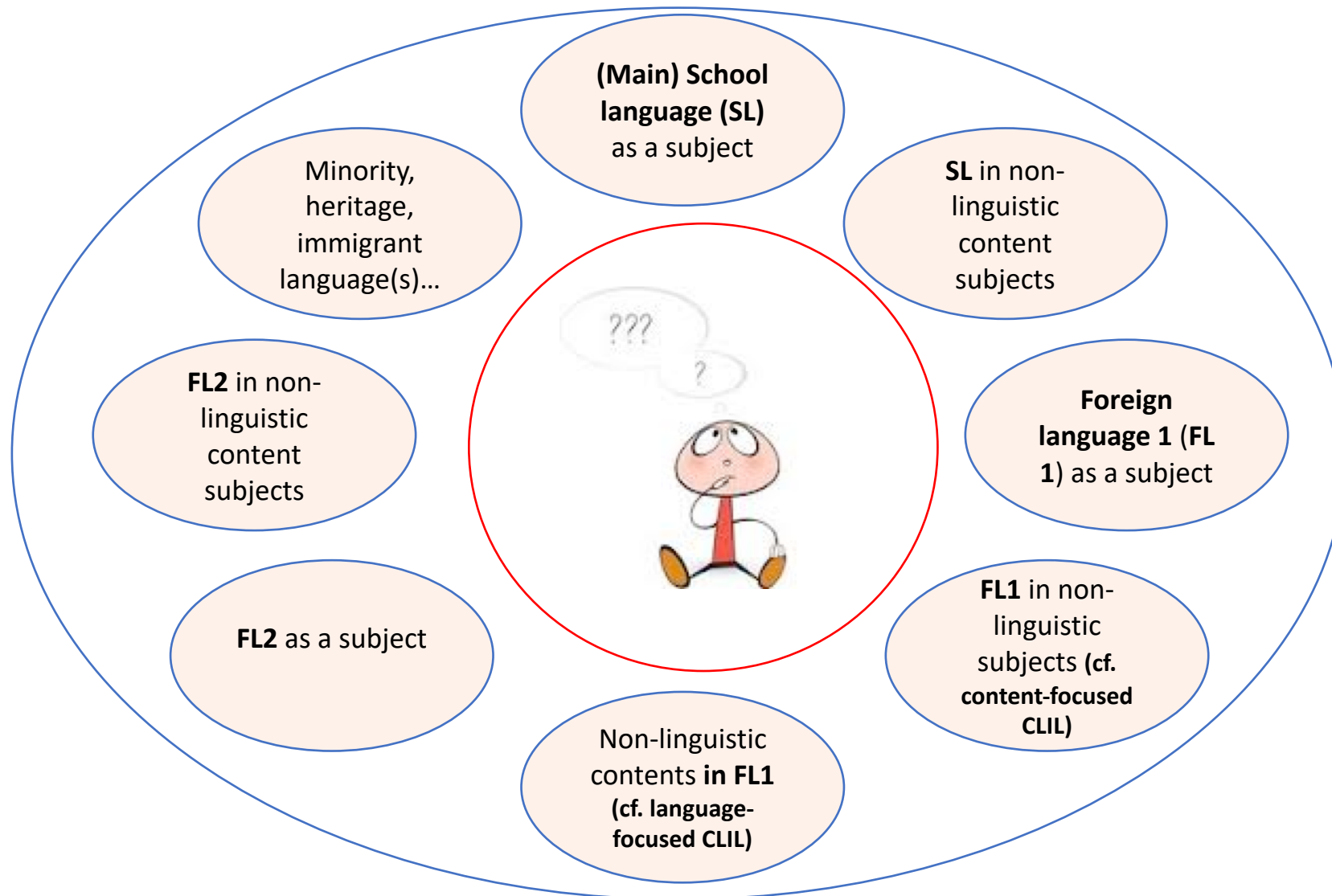
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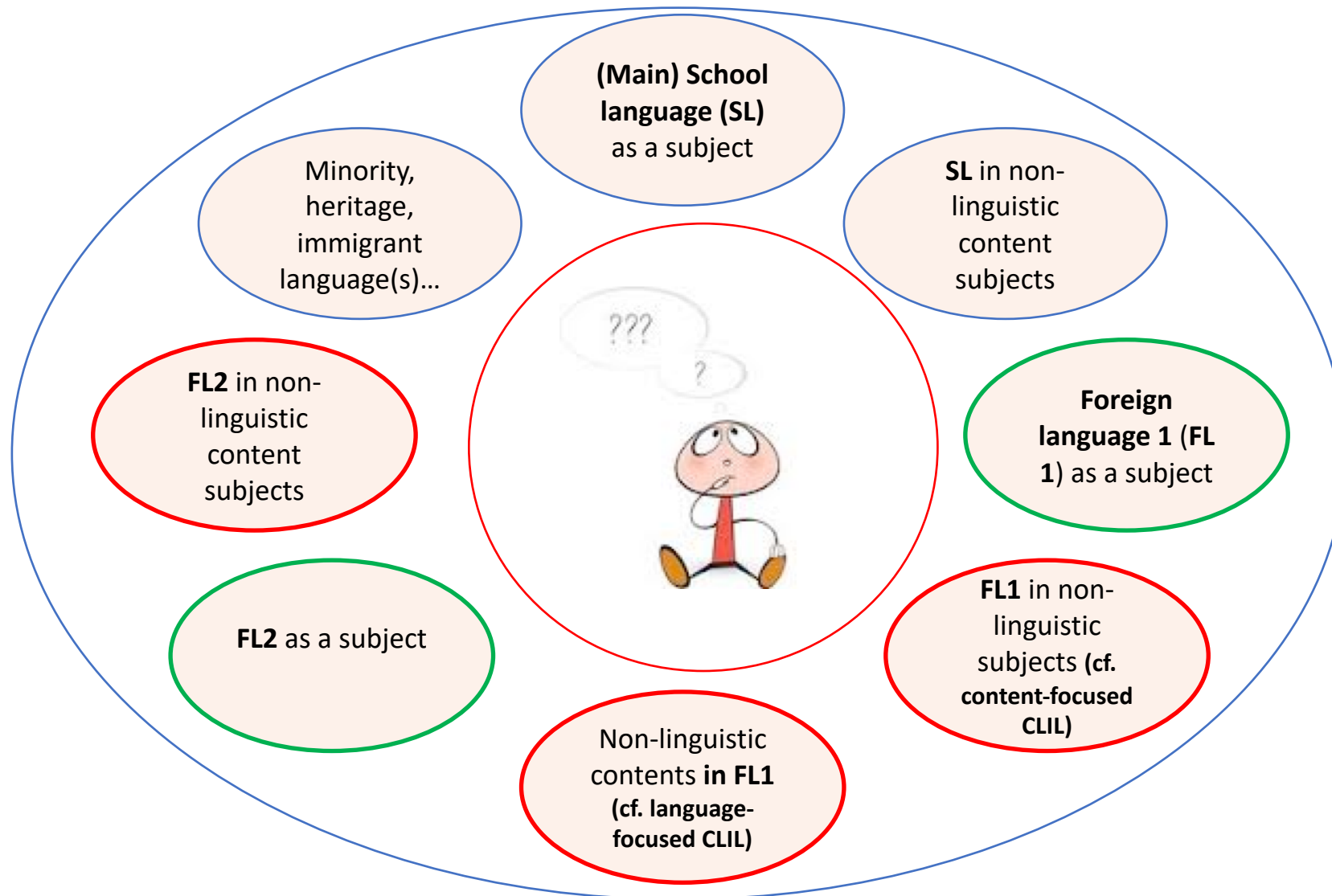


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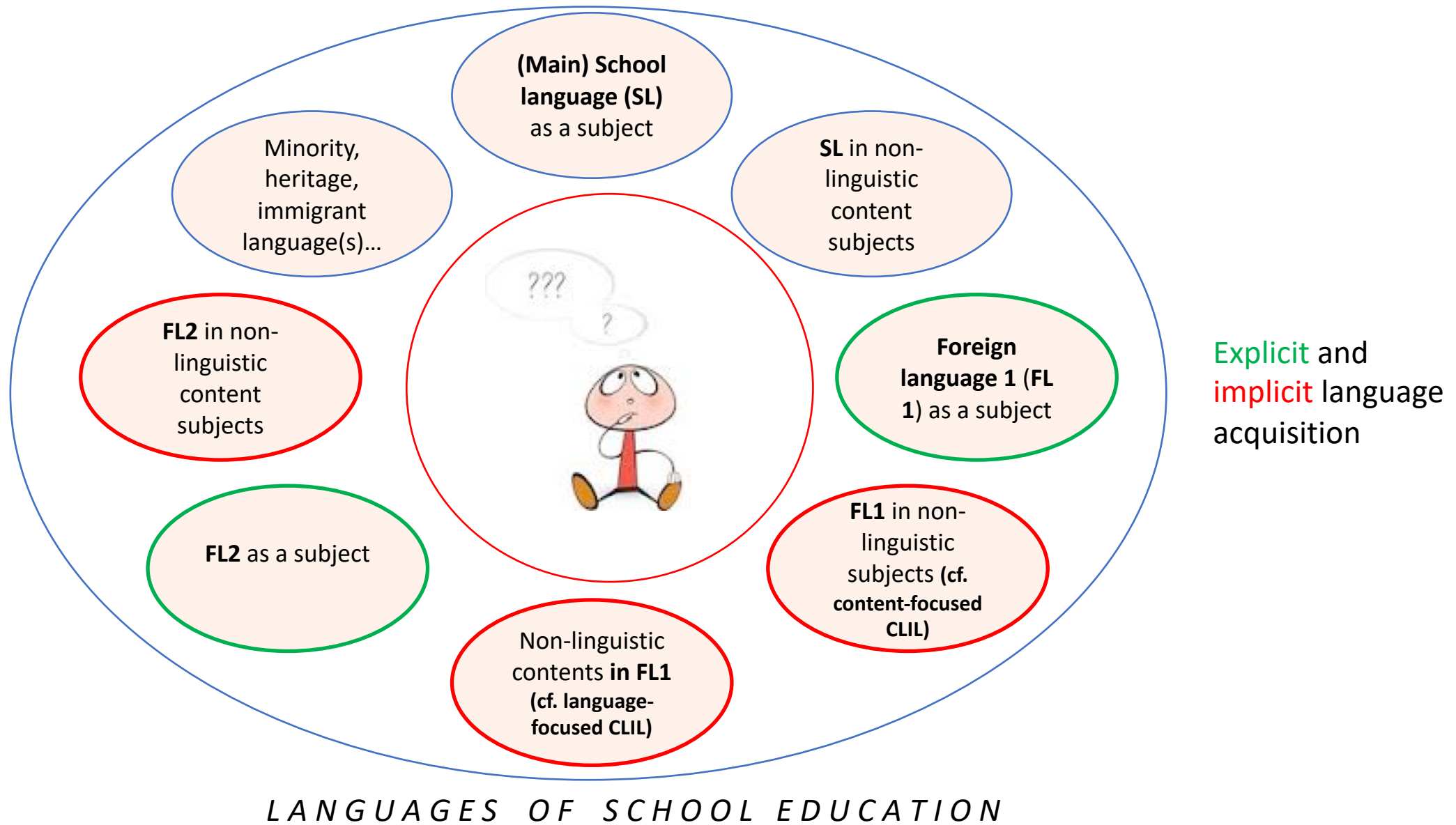
*LANGUAGES OF SCHOOL EDUCATION*

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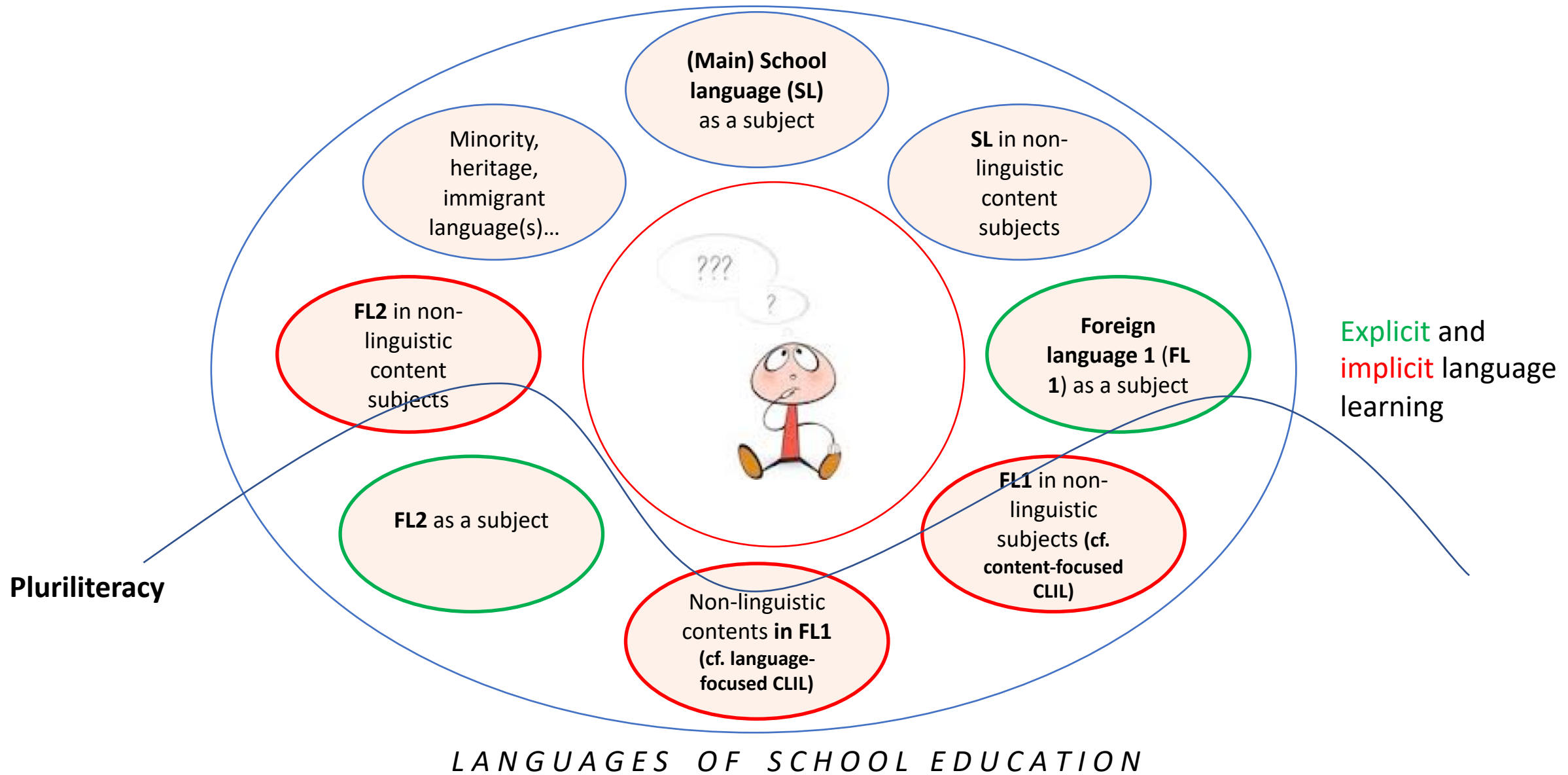


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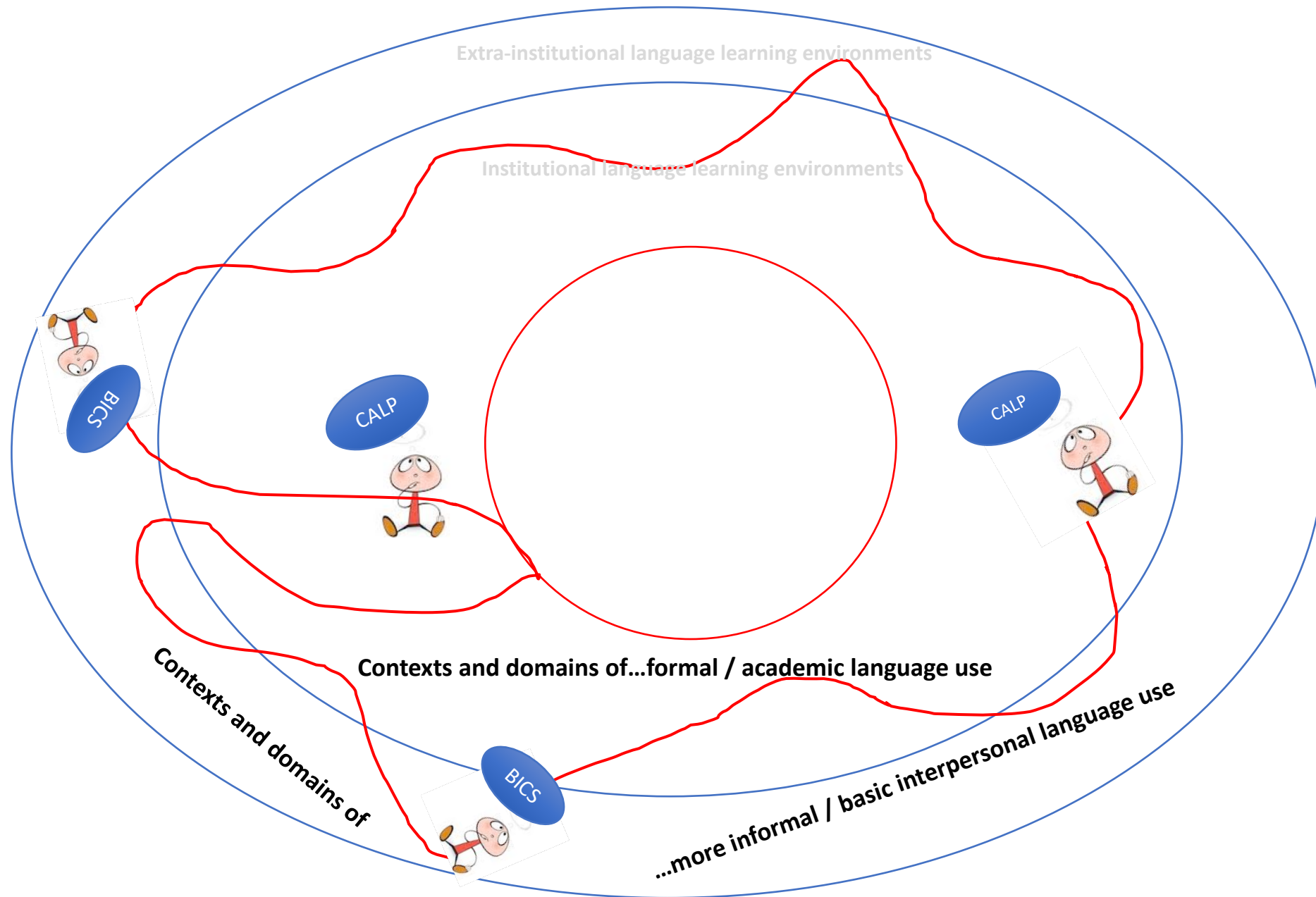


# Pursuing Plurilingualism and Intercultural Education: Challenges

- Challenge 1: **Learner**-centredness
- Challenge 2: Language education at school: **Cross-curricular** language **sensitivity** and preparation for "real life outside"
- Challenge 3: **Proper training** and **accurate documentation** of "reality-like" language **performance**



# Plurilingualism and intercultural education: Proper training & accurate documentation of "reality-like" language performance



# CLIL Continuum





# CLIL Continuum





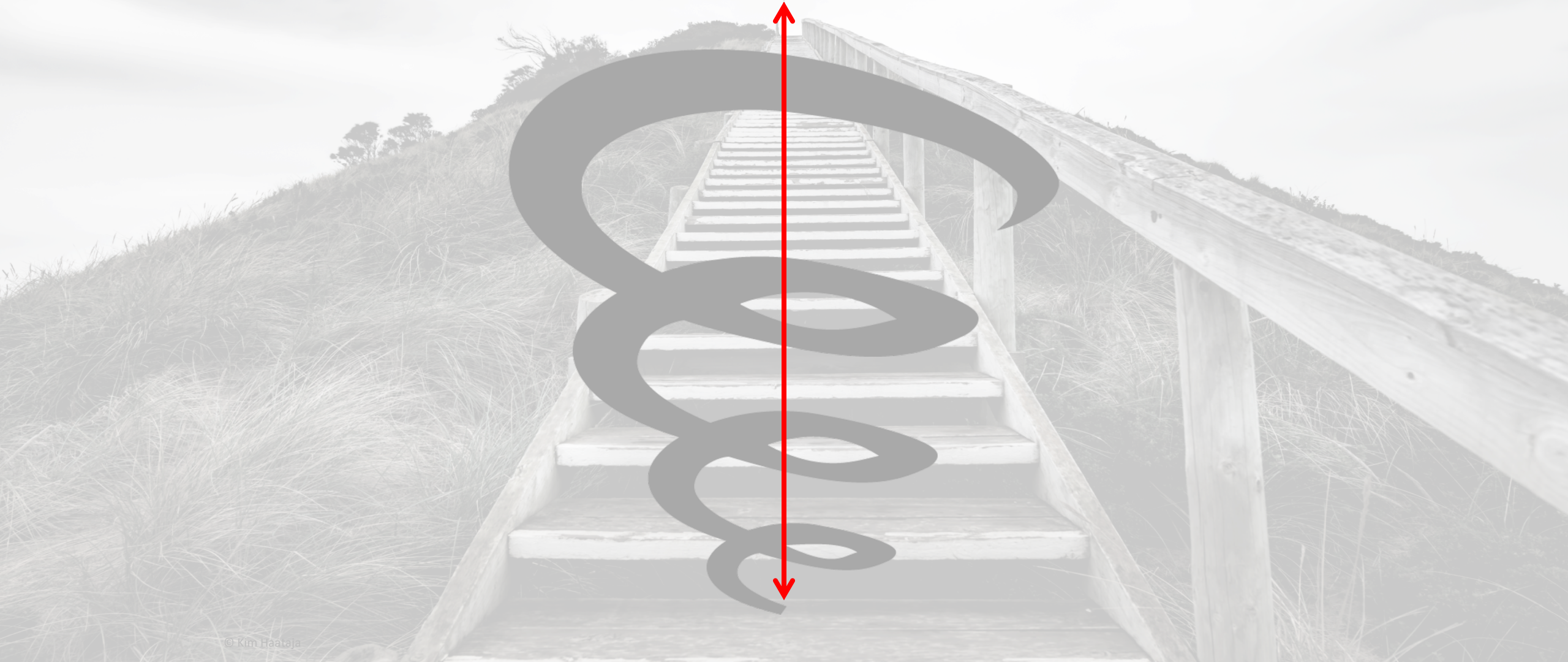
# CLIL Continuum





## CLIL Continuum

**Intensity, „system and program nature“ of CLILiG implementation**





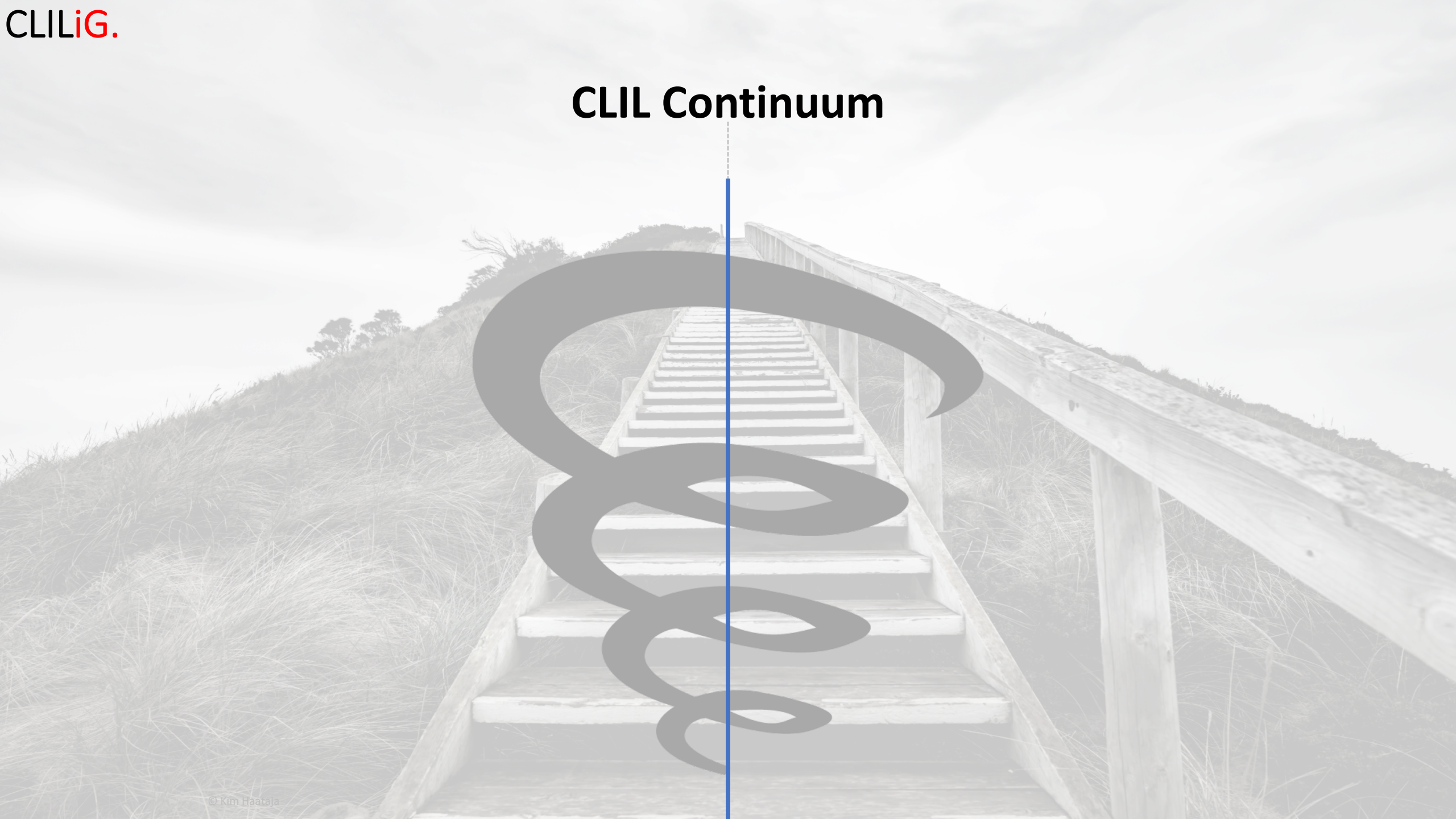
# CLIL Continuum

**Number and scope of accompanying support measures**





# CLIL Continuum





# CLIL Continuum

Dual-focus



# CLIL Continuum

Dual-focus

Language focused approaches



# CLIL Continuum

Dual-focus

Language focused approaches

Content-subject focused approaches



## CLIL Continuum

Dual-focus

Language focused approaches

Content-subject focused approaches

CLILiG with target language focus

CLILiG with content subject focus



## CLIL Continuum

Dual-focus

Language focused approaches

Content-subject focused approaches

GFL focused  
TYPE 1

CLILiG with target language focus

CLILiG with content subject focus



# CLIL Continuum

Dual-focus

Language focused approaches

Content-subject focused approaches

GFL focused  
TYPE 1

Content-  
focused  
TYPE 1

CLILiG with target language focus

CLILiG with content subject focus



# CLIL Continuum

Dual-focus

Language focused approaches

GFL focused  
TYPE 2

GFL focused  
TYPE 1

Content-subject focused approaches

Content-  
focused  
TYPE 1

CLILiG with target language focus

CLILiG with content subject focus

# CLIL Continuum

Dual-focus

Language focused approaches

GFL focused  
TYPE 2

GFL focused  
TYPE 1

Content-subject focused approaches

Content-  
focused  
TYPE 2

Content-  
focused  
TYPE 1

CLILiG with target language focus

CLILiG with content subject focus



# CLIL Continuum

Dual-focus

Language focused approaches

Content-subject focused approaches

GFL focused  
TYPE 3

GFL focused  
TYPE 2

GFL focused  
TYPE 1

Content-  
focused  
TYPE 2

Content-  
focused  
TYPE 1

CLILiG with target language focus

CLILiG with content subject focus



# CLIL Continuum

Dual-focus

Language focused approaches

GFL focused  
TYPE 3

GFL focused  
TYPE 2

GFL focused  
TYPE 1

Content-subject focused approaches

Content-  
focused  
TYPE 3

Content-  
focused  
TYPE 2

Content-  
focused  
TYPE 1

CLILiG with target language focus

CLILiG with content subject focus

# CLIL Continuum

Dual-focus

Content-focused  
TYPE 4

Content-focused  
TYPE 3

Content-focused  
TYPE 2

Content-focused  
TYPE 1

GFL focused  
TYPE 3

GFL focused  
TYPE 2

GFL focused  
TYPE 1

Language focused approaches

Content-subject focused approaches

CLILiG with target language focus

CLILiG with content subject focus

# How to set up CLIL environments?

- **A proper look at the school context in question** – the CLIL(iG) environment „to be“
  - Observation of CLIL(iG) „in action“ (wherever possible)
  - Analysis and reflection of „state of the art“ in co-operation with teachers, principal(s), etc. >>  
*School-specific / internal development plan*
- Building up and fostering **additional / external co-operation structures**
  - (language) education policy
  - curriculum development
  - language education research
  - companies and institutions
- **Context-specific goal-setting** and **systematic documentation** of the development phases incl. initial, sporadic „CLILiG-experiments“
- **Accompanying** (in-service) **teacher training and quality assurance** (e.g. research) **measures** from early on



# Selected readings – for LIFE

## A HANDBOOK FOR CURRICULUM DEVELOPMENT AND TEACHER TRAINING THE LANGUAGE DIMENSION IN ALL SUBJECTS



Jean-Claude Beacco  
Mike Fleming  
Francis Goullier  
Elke Thürmann  
Helmut Vollmer  
with contributions by Joseph Shells



## GUIDE FOR THE DEVELOPMENT AND IMPLEMENTATION OF CURRICULA FOR PLURILINGUAL AND INTERCULTURAL EDUCATION



Jean-Claude Beacco  
Michael Byram  
Marisa Cavalli  
Daniel Coste  
Mirjam Egli Cuenat  
Francis Goullier  
Johanna Panthier



# In LIFE...

- ***“Knowing is not enough; we must apply.  
Willing is not enough; we must do”***

*Johann Wolfgang von Goethe*

**THANK YOU!**

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